



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Grade 5**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5-1.1 Analyze literary texts to draw conclusions and make inferences. 5-6.4 Paraphrase research information accurately and meaningfully.	
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1-1.1 Summarize the main idea and supporting evidence in literary text during classroom discussion. 5-1.6 Analyze the details that support the expression of the main idea in a given literary text. 7-1.6 Analyze a given literary text to determine its theme.	
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5-1.4 Analyze literary texts to distinguish between direct and indirect characterization. 5-1.6 Analyze the details that support the expression of the main idea in a given literary text. 8-2.1 Compare/contrast central ideas within and across informational texts.	
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5-1.9 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).	

6. Describe how a narrator's or speaker's point of view influences how events are described.	7-1.2 Explain the effect of point of view on a given narrative text. 7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	
<b>Integration of Knowledge and Ideas</b>		
7. Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).	5-6.9 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	
8. (Not applicable to literature)	NA	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	6-1.6 Compare/contrast main ideas within and across literary texts.	
<b>Range of Reading and Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.	5-1.11 Read independently for extended periods of time for pleasure.	
<b>Reading Standards for Informational Text</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Key Ideas and Details</b>		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5-1.1 Analyze literary texts to draw conclusions and make inferences. 5-6.4 Paraphrase research information accurately and meaningfully.	
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5-2.1 Summarize the central idea and supporting evidence of a given informational text.	
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	2-2.8 Explain cause-and-effect relationships in informational texts.	

<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<b>5-3.1</b> Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words. <b>E1-3.1</b> Use context clues to determine the meaning of technical terms and other unfamiliar words.	
5. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	<b>4-2.8</b> Analyze informational <b>texts</b> to identify cause-and-effect relationships. <b>8-2.1</b> Compare/contrast central ideas within and across informational texts.	
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>5-2.3</b> Analyze a given text to detect author bias (for example, unsupported opinions).	
<b>Integration of Knowledge and Ideas</b>		
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>5-6.2</b> Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.	
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	<b>5-2.1</b> Summarize the central idea and supporting evidence of a given informational text. <b>5-2.3</b> Analyze a given text to detect author bias (for example, unsupported opinions).	
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>6-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	
<b>Range of Reading and Text Complexity</b>		
10. By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.	<b>5-2.9</b> Read independently for extended periods of time to gain information.	

Reading Standards: Foundational Skills	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Phonics and Word Recognition</b>		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	<p><b>5-3.1</b> Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p><b>5-3.2</b> Use Greek and Latin roots and affixes to determine the meanings of words within texts.</p>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>5-1.11</b> Read independently for extended periods of time for pleasure.</p> <p><b>5-2.9</b> Read independently for extended periods of time to gain information.</p> <p><b>5-3.1</b> Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p>	
Writing Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Text Types and Purposes</b>		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>	<p><b>5-4.1</b> Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</p> <p><b>5-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>5-6.8</b> Use appropriate organizational strategies to prepare written works and oral and visual presentations.</p> <p><b>6-5.4</b> Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p>	

d. Provide a concluding statement or section related to the opinion presented.		
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>5-4.1</b> Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</p> <p><b>5-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>5-5.1</b> Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.</p> <p><b>5-6.8</b> Use appropriate organizational strategies to prepare written works and oral and visual presentations.</p> <p><b>5-6.9</b> Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>5-1.5</b> Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.</p> <p><b>5-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>5-5.2</b> Create narratives that have a fully developed plot and a consistent point of view.</p> <p><b>5-6.8</b> Use appropriate organizational strategies to prepare written works and oral and visual presentations.</p>	

<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<p><b>5-4.1</b> Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</p> <p><b>5-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>5-5.1</b> Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.</p>	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<p><b>5-4.5</b> Use revision strategies to improve the organization and development of content and the quality of voice in written works.</p> <p><b>5-4.6</b> Edit for the correct use of written Standard American English, including capitalization, punctuation and spelling</p>	
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.	<b>This standard was not previously included in the SC standards.</b>	
<b>Research to Build and Present Knowledge</b>		
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>8-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.	
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p><b>5-6.2</b> Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.</p> <p><b>5-6.4</b> Paraphrase research information accurately and meaningfully.</p> <p><b>5-6.5</b> Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., —Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., Explain how an author uses reasons and</p>	<p><b>5-1.6</b> Analyze the details that support the expression of the main idea in a given literary text.</p> <p><b>5-2.1</b> Summarize the central idea and supporting evidence of a given informational text.</p>	

evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).		
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard was not previously included in the SC standards.	
<b>Speaking and Listening Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Comprehension and Collaboration</b>		
1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	2-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
2. Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.	5-2.1 Summarize the central idea and supporting evidence of a given informational text.	
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5-2.1 Summarize the central idea and supporting evidence of a given informational text. 8-5.4 Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.	

<b>Presentation of Knowledge and Ideas</b>		
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>1-3.8</b> Use appropriate voice level and intonation when speaking and reading aloud. <b>5-6.8</b> Use appropriate organizational strategies to prepare written works and oral and visual presentations.	
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>5-6.9</b> Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<b>5-6.7</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. <b>E1-6.5</b> Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	
<b>Language Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Conventions of Standard English</b>		
1. Observe conventions of grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions.	<b>3-4.4</b> Use grammatical conventions of written Standard American English, including prepositions and prepositional phrases, and conjunctions ( <i>because, since, yet, until</i> ). <b>4-4.4</b> Use grammatical conventions of written Standard American English, including subject-verb agreement; past, present, and future verb tenses; conjunctions ( <i>although, while, neither, nor</i> ); and adverbs of time, place, manner, and degree. <b>5-4.4</b> Use grammatical conventions of written Standard American English, including interjections, and past participles of commonly misused verbs.	



<p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>2-4.6</b> Edit for the correct use of written Standard American English, including capitalization - titles of books, poems, and songs; punctuation - commas in a series, and spelling.</p> <p><b>6-4.6</b> Edit for the correct use of written Standard American English, including punctuation- commas to enclose appositives, and commas to separate introductory clauses and phrases and spelling.</p>	
<p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><b>4-1.6</b> Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p> <p><b>5-4.2</b> Use complete sentences in a variety of types (including simple, compound, and complex) in writing.</p>	
<p><b>Vocabulary Acquisition and Use</b></p>		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>5-3.1</b> Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p><b>5-3.2</b> Use Greek and Latin roots and affixes to determine the meanings of words within texts.</p> <p><b>5-6.2</b> Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.</p>	

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>3-3.5</b> Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).</p> <p><b>5-1.3</b> Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p> <p><b>5-3.1</b> Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p><b>5-3.3</b> Interpret the meaning of idioms and euphemisms encountered in text.</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>5-6.7</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	